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ABSTRACT

Although microteaching has proved to be a valuable training tool for preservice education majors, some microteaching programs have been curtailed primarily because of the time and expense of maintaining the facilities. An abbreviated four-lesson program for microteaching can be conducted effectively with minimum time and moderate costs. The first lesson is a lecture which focuses on the basic structure of any lesson. The second lesson emphasizes on-task instruction. The third lesson provides practice using the process of questioning, while the fourth gives practice in using a variety of question levels. Preparation procedures for each of the four lessons are described, including suggestions for student objectives, content outline, teaching strategy, and materials and equipment needed. Critique forms accompany each lesson. These evaluation sheets provide a clear means for checking teaching behaviors exhibited by the student with a simplified grading and point system. (JD)

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AN ABBREVIATED MICROTEACHING PROGRAM

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AN ABBREVIATED MICROTEACHING PROGRAM

Microteaching is simulated teaching. In a sense, it is a small portion of teaching reality. It gives the prospective teacher or the fully certified teacher opportunity for practice and development of various teaching skills and behaviors. In this simulation of teaching, six tasks are required. The teacher -

1. Applies techniques of lesson planning which include specifying behavioral objectives, selecting subject content, organizing the teaching-learning activity and developing assessment procedures.
2. Teaches a lesson which focuses upon some specific teaching behavior, such as questioning.
3. Analyzes the lesson in accordance with the developed plan and the intent of the teaching behavior.
4. Replans the lesson to correct weaknesses.
5. Reteaches the lesson or a similar lesson.
6. Completes a follow-up analysis.

The actual teaching behavior usually comprises a 5 - 10 minute module. However, planning and follow-up activities increase the time element.

The goal of microteaching is not to produce the "Expert" teacher but rather to provide a practical bridge between the information base and the performance base in teacher education and professional development.

Newman, identified four reasons why microteaching should be a part of teacher training:

1. Pre-service teachers need, as early as possible, to develop realistic images of themselves as teachers.
2. Microteaching should help students to develop as critical observers of teaching.

3. Students may practice specific, constructive teaching behaviors.
4. Microteaching is an opportunity to practice the principles being learned. (1)

Copeland cited two assumptions for inclusion of microteaching into teacher preparation programs:

> The first was that such training would increase the probability that the technical skills which were the targets of the training would be acquired rapidly and to a high degree of proficiency. The second assumption was that such training is an effective way to increase the range of behvior employed by student teachers in classrooms after training. (2)

If these purposes and assumptions are valid for the training of prospective teachers, then they are equally of value for the fully certified teacher to use in order to continue to develop professionally. It is not logical to discontinue a systematic way of analyzing one's teaching behaviors simply because initial teacher training is complete and one has his/her own classroom.

Many colleges and universities have laboratories specifically designed for microteaching and are capable of handling large numbers of students. Providing such facilities can be expensive. In fact, teacher training programs which have curtailed microteaching have done so primarily because of the time and expense of maintaining the facilities. Curtailment need not occur. The following abbreviated program for microteaching can be done effectively with minimum time and moderate costs.

The microteaching program consists of four lessons. Lesson one is the lecture and focuses on the basic structure of any lesson. Lesson two emphasizes on-task instruction. Lesson three provides practice using the process of questioning, while lesson four gives practice in using a variety of questions levels.

General Procedures

For each of the four micro-lessons, the following preparation procedures should be completed.

1. Select an appropriate piece of content or a concept which can be taught to a small group in 5 to 10 minutes.
2. Prepare a written lesson plan which includes
   (a) the students' objective(s) state behaviorally,
   (b) a brief outline of the content to be covered,
   (c) a brief statement of what the teacher expects to do in order to accomplish the objective(s)
   (d) a statement of any special materials to be used in teaching the lesson.

   A suggested lesson plan format is provided on the following page.
3. Carefully prepare the lesson, thinking through each component to be accomplished. Do not memorize or reherse the lesson. To do so can cause the lesson to be too mechanical or artificial in its presentation. The lesson plan should be submitted to the supervisor prior to teaching the lesson.
4. Teach the lesson of 5-10 minutes in length to a group of 5-8 people. These may be students of appropriate grade level for the subject, but that is not necessary. Peers will be acceptable; in fact, often preferred because of schedule accessibility. Videotape the lesson for analysis. If videotape equipment is not available, an audio recording can be used. Recognize, however, the lack of video reduces the effectiveness of analysis.
5. After teaching each lesson, a supervisor should use the appropriate critique form to obtain a written analysis. The super-

visor should then provide a verbal critique while viewing the recorded lesson.

6. When possible, the lesson should be replanned and retaught to correct any limitations observed in the initial lesson. This is not absolutely necessary when time is limited. Efforts to remove limitations can be accomplished in subsequent lessons.

Lesson Format

Title or Lesson Subject

I. Student Objective(s)

A variety of specific objective formats is available. Select one with which you are comfortable.

II. Content Outline

A topical outline is sufficient. Detailed notes should be kept separately. For discussion type lessons, the major questions to be considered may serve as the outline.

III. Teaching Strategy

This should include a brief statement of how the teacher intends to accomplish the objective(s). For instance, when using questions to stimulate discussion, the teacher may wish to concentrate on questions requiring higher levels of reasoning and response.

IV. Materials and Equipment

List only specific materials needed for the lesson. The list should be concise and specific. If handouts are used, they should have a specific title for identification. Specify the number of copies needed.

Micro One - The Lecture

The purposes of Micro-One - The Lecture are twofold:

(1) To focus upon basic lesson organization, being certain that the components of introduction, development and conclusion are well-developed and clearly identifiable.

(2) To minimize mannerisms which on an extended basis could detract from the effectiveness of presentation.

Prior to preparing the lecture for presentation, the student should be involved in discussion of the lecture approach to teaching. The characteristics, purposes, and uses of the components of introduction, development, and conclusion should be carefully considered. This part of the presentation should also include suggestions for improving attention span and retention of information.

The short informal lecture is possibly the most commonly used approach to providing information to the student by the teacher. It, without a doubt, provides the best opportunity to focus clearly upon the organizational elements which should be a part of any lesson. Those are the introductory, developmental and closure segments. It is important for the teacher to make a conscious effort to include all these elements in each lesson taught. Observation of classroom teaching reveals that the introduction and closure are the most frequently neglected parts of a lesson. Teachers seem to want to just "jump" into a lesson without adequately setting the atmosphere for learning and then exit the lesson without "wrapping up" the loose ends which could improve understanding and retension for the students.

LECTURE CRITIQUE

Critique Scale

1. Not Accomplished 2. Limited Accomplishment 3. Generally Accomplished

4. Accomplished NA. Not Applicable

General Appearance

A.	Exhibited good posture.	1	2	3	4	NA
B.	Exhibited confidence before class.	1	2	3	4	NA
C.	Exhibited no distracting mannerisms.	1	2	3	4	NA

Lesson Presentation

A.	Used correct grammar.	1	2	3	4	NA
B.	Varied voice inflection for the situation.	1	2	3	4	NA
C.	Spoke distictly and confidently.	1	2	3	4	NA
D.	Exhibited materials visibly to all students.	1	2	3	4	NA
E.	Supported points with a variety of illustrations.	1	2	3	4	NA

Organization and Content

A.	Introduced lesson clearly.	1	2	3	4	NA
B.	Estimated time.	1	2	3	4	NA
C.	Showed knowledge of content.	1	2	3	4	NA
D.	Developed topic logically.	1	2	3	4	NA
E.	Concluded lesson.	1	2	3	4	NA

Contact with Class

A.	Maintained eye contact.	1	2	3	4	NA
B.	Gave effective verbal response to students.	1	2	3	4	NA

TOTAL POINTS_____

Comments:

Micro Two - Goal Focus

The purposes of the second micro-lesson are

(1) to develop skill in teaching toward a specific student objective,

(2) to improve on-task instruction time.

In this lesson, the prospective teacher is also responsible for the organizational skills required in lesson one. The teacher may select his/her own method of instruction for the lesson, for example lecture or discussion. It is anticipated that a teacher be consciously aware of the learning objective(s) during instruction and makes every effort to efficiently use instructional time in meeting the stated objective(s). As a result, the student should be more aware of what the teacher expects, and gains in student achievement should be realized.

Even though the critique form does not require student input, information from the class about realization of the objective(s) can be helpful. They may indicate points of limited effect from the students' viewpoint which the teacher or supervisor was not aware.

Using a stopwatch to determine the percent of total time for on task teaching can be helpful. Special notice should be taken of those behaviors which are not on target instruction. Some of those behaviors include

1. giving directions
2. giving assignments
3. correcting student behaviors
4. chatting about tangent topics
5. rearranging and adjusting equipment

While these activities may be necessary, they should be evaluated in terms of how efficiently they were accomplished or affected lesson continuity.

GOAL FOCUS CRITIQUE

Critique Scale

1. Not Accomplished 2. Limited Accomplishment 3. Generally Accomplished NA. Not Applicable

Objectives

A.	States objectives behaviorally.	1	2	3	4	NA
B.	Content matched stated objectives.	1	2	3	4	NA

Organization

A.	Introduction was well-developed	1	2	3	4	NA
B.	Lesson development was clear	1	2	3	4	NA
C.	Conclusion was evident	1	2	3	4	NA

Presentation

A.	Avoided frequent reference to notes	1	2	3	4	NA
B.	Voice volume was appropriate	1	2	3	4	NA
C.	Maintained eye contact with class.	1	2	3	4	NA
D.	Avoided distracting mannerisms.	1	2	3	4	NA

TOTAL POINTS_____

Comments:

Micro Three - Questioning Processes

Lesson number three emphasizes the use of questions to stimulate and sustain classroom discussion. The specific processes used are those presented in Sanders' book Classroom Questions: What Kinds? (3) The primary purpose of this lesson is to provide practice in the handling of student comments during classroom discussions. Time should be spent studying and discussing the Sanders' material before the lesson is attempted.

A second purpose of this lesson is to provide practice in the effective structuring of questions posed by the teacher. Some specific reminders for the formulating of questions are as follows:

1. State questions clearly and concisely.
2. Avoid multiple questions.
3. Avoid leading or cueing students.
4. Avoid multiple-choice questions.
5. State questions which obligate a response. For example, avoid formats of "Does anyone know___" or "Can anyone think of___."
6. Provide sufficient information within the question so the student knows what is expected.

The third purpose of the questioning process is to provide practice in the general handling of questions and student comments. Some of the suggestions for general handling are listed below:

1. Allow students sufficient time to think of their responses. Use of silence is especially important with more complex questions or questions of higher intellectual processing.
2. Give students opportunity to volunteer or initiate their own ideas. Avoid calling on a student before asking the question.

3. Avoid rejecting a response, but rather explore the possible causes of an unacceptable response.
4. Praise and encourage students comments when appropriate.
5. Repeat student responses only for clarity or reenforcement.

QUESTIONING PROCESS CRITIQUE

Questioning Process Observed

Record each time the question process is observed.

Elicit								
Probe								
Clarify								
Redirect								
Elaborate								

Critique Scale

1. Not Accomplished 2. Limited Accomplishment 3. Generally Accomplished
4. Accomplished NA. Not Accomplished

Process

A.	Used eliciting questions.	1 2 3 4 NA
B.	Probed when needed.	1 2 3 4 NA
C.	Called for clarification.	1 2 3 4 NA
D.	Redirected questions.	1 2 3 4 NA
E.	Allowed time for thought (use of silence).	1 2 3 4 NA
F.	Called for elaboration.	1 2 3 4 NA

Mechanics

A.	Stated questions positively.	1 2 3 4 NA
B.	Asked question before calling on student.	1 2 3 4 NA
C.	Gave students a chance to volunteer responses.	1 2 3 4 NA
D.	Avoided repeating student response.	1 2 3 4 NA
E.	Provided sufficient information to students.	1 2 3 4 NA

TOTAL POINTS_____

Comments:

Micro Four - Question Levels

The fourth micro-lesson places emphasis upon using a variety of question levels. The particular questions used are those adapted from the question classification developed by James J. Gallagher and Mary Jane Aschner.(4) Some people may prefer to use a question level classification adapted from Benjamin Bloom's taxonomy of the cognitive domain.(5) However, the Gallagher and Aschner levels are used in this lesson because they are more flexible and beginning students, especially, seem more comfortable in using them.

Before attempting this lesson, time should be spent in exploring discussion stategies which can be developed using a variety of question levels and in discussing research which examines the import of question levels upon discussion. Special attention should be given to the improvement of student understanding, increased retention of information and increased length of student responses.

Even though the primary purpose is to provide practice in using a variety of question levels, the use of questions as presented in micro-lesson three should not be neglected. The skills practiced in lessons three and four cannot be separated in an effective discussion which is guided by the use of questions.

QUESTIONING LEVELS CRITIQUE

Questioning Levels Observed

Record each time a question level is used.

Routine								
Value								
Divergent								
Convergent								
Recall								

Critique Scale

1. Not Accomplished 2. Limited Accomplishment 3. Generally Accomplished
4. Accomplished NA. Not Applicable

Process

A.	Used a variety of questions.	1 2 3 4 NA
B.	Used routine questions appropriately.	1 2 3 4 NA
C.	Used value questions appropriately.	1 2 3 4 NA
D.	Used divergent questions appropriatly.	1 2 3 4 NA
E.	Used convergent questions appropriately.	1 2 3 4 NA
F.	Used recall questions appropriately.	1 2 3 4 NA

Mechanics

A.	Stated questions positively.	1 2 3 4 NA
B.	Asked questions before calling on student (generally).	1 2 3 4 NA
C.	Gave students a chance to volunteer responses (use of silence).	1 2 3 4 NA
D.	Provided sufficient information to students (before question).	1 2 3 4 NA
E.	Insured that all students heard individual response.	1 2 3 4 NA
F.	Avoided "leading" or "cueing" questions.	1 2 3 4 NA
G.	Avoided multiple questions.	1 2 3 4 NA

TOTAL POINTS_____

Comments:

Conclusion

Microteaching cannot be expected to address all of the variables which can be encountered in teaching. It does, however, provide excellent opportunity to have experience in developing fundamentals of the tasks of teaching in a non-threatening clinical setting. Growth in teaching occurs through analysis of performance and a conscious effort to implement those skills which can and will facilitate learning. Microteaching provides, in a control setting, the analysis and conscious effort for continuous growth in teaching.

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